



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

enough to give the pupils such mastery as will greatly increase their efficiency either in higher institutions of learning or in their life-occupations.

The freedom from the formal requirements of time and textbook which the unit definition has imposed upon the four-year high school will offer wider opportunity for the much needed attention to the study habits of pupils. This movement already well under way in the existing high school, if extended to the seventh and eighth grades, should go a long way in the elimination of the waste which has marked the period of secondary education. Interest in the improvement of the methods of study of high-school pupils has been rapidly increasing and has resulted in many experiments generally spoken of as supervised study. Mr. Hall-Quest has performed a considerable and laborious service in collecting the scattered material in the journals and in securing detailed reports of the practices in many schools about which no published material was available. This material he has published in his book *Supervised Study*,¹ from which the principal and classroom teacher may secure information as to the various methods of organization and classroom procedure employed.

In teaching effective methods of study there is great need of explicit directions which can be given concrete application in school situations. *How to Study Effectively* by Guy M. Whipple² presents such directions in a little book which has been found valuable for the purpose. Another book,³ which was prepared by Mr. Harry D. Kitson for use in classes of college Freshmen, is worthy of mention. Principal Sandwick's book,⁴ published before both of these, is designed to meet the same purpose. Several concise statements of directions for study have been prepared for the use of pupils. Among these are the *Study Helps*⁵ which have been used with good results in the High School of the University of Chicago. These are prepared with gummed backs and are pasted by the pupil inside the cover of each textbook which he uses, where they are easily available for reference whenever occasion demands.

II. BOOK REVIEWS

Applied Latin. By W. H. FREEMAN. Milton, Pa.: Weidenhamer & Co.

In the March issue of the *School Review* there appears a lengthy examination of *Applied Latin* containing hardly a single commendatory reference. It has occurred to us that the reviewer did not keep carefully before his mind that

¹ A. L. Hall-Quest, *Supervised Study*. New York: Macmillan. Pp. 443. \$1.25.

² Guy Montrose Whipple, *How to Study Effectively*. Bloomington, Ind.: Public School Publishing Co. Pp. 44. \$0.50.

³ Harry D. Kitson, *How to Use Your Mind*. New York: J. B. Lippincott & Co. Pp. 215. \$1.00.

⁴ Richard L. Sandwick, *How to Study and What to Study*. Boston: D. C. Heath & Co. Pp. 170. \$0.60.

⁵ *Study Helps*. Prepared by teachers in the University High School. Chicago: The University of Chicago Press. \$1.00 per hundred.

the ethics of reviewing demand that a reviewer should point out, not only the defects, but also the good points of the work. It has appeared to us quite unprofessional, then, that the reviewer should have taken so much space to call attention to some picayune details of mechanical construction, to render certain statements ridiculous by separating them from their context, and to give evidence that he has not made a serious attempt to find out first the aims which prompted the book.

It is true, as the reviewer says—unfortunately too true for the good of the subject of Latin—that there has been almost no change in the methods of Latin instruction for beginners in the last thirty-one years. Practically every author has slavishly followed the outlines of the Collar and Daniell *Beginner's Latin Book*, though in late years there has been a marked attempt to wander away even from some of the chief merits of that work. For instance, its wide vocabulary, which really gave to the student the power to translate Latin works other than the *Commentaries* of Caesar, has been pared down so that little now remains. Consequently today when a Latin teacher is asked what is the purpose, aim, or method of his teaching, he is forced to say that he has none other than getting his students ready to read Caesar, then Cicero, then Virgil, for what—well just to pass the college-entrance examinations. This is an unfortunate situation. Such teaching can only be meager, jejune, and for the majority of students unattractive, even repellent. The continuing of the subject of Latin in the high schools of the country, merely that a very few may measure up to certain fixed requirements, without doubt has been responsible for the great hostility that today attends the subject. If the subject of Latin is to be retained in the curriculum, it must be made to offer to the vast numbers of students who do not intend to go to the higher institutions some actual reason for its existence. It is therefore rather unfair and short-sighted for a reviewer to attack a book because it aims to make Latin a helpful subject to the 95 per cent of pupils who expect to find something of value in everything they study. No book, we take it, should be condemned at this time which aims to prove to our pupils that one subject, at least, has actual and tangible merits. It is unfair also to the great subject of Latin to allow it to be attacked continually on the grounds of lifelessness and uselessness to this generation. Your reviewer should carefully read the introduction to this book again and note that it has been written especially to bring out the value of Latin to those pupils who do not intend to use it as a means for passing into college. Some of its novel features will appear to him in a different light, and he will not belittle the book because it is not a slavish imitation of its predecessors.

In such a work as *Applied Latin*, which aims to awaken the student to the realization that Latin is the best handmaid to the study of English and is indispensable to an easy understanding of much of the terminology of the other subjects of the high-school curriculum, that prime emphasis should not be given, as in other books, to the translation of Latin sentences. Other things must naturally precede this or the book will fail to reach the accomplishment of

its aims. The study of English words, their spelling, their derivation from Latin, English grammar, Latin vocabulary (selected for its importance in furnishing root words in English), Latin forms and rules of syntax, drill exercises, etc., must precede translation from Latin into English or from English into Latin. If the book aims to present the facts of English grammar side by side with those of Latin grammar (a scheme which reduces the English teacher's difficulties in teaching formal English grammar), it is greatly to the credit of *Applied Latin* that the different parts of speech are handled in a consecutive manner rather than in the jumbled fashion of the older-style books. In such a book it is hardly discreditable that the first exercises in the translation of continuous prose should not be on the first pages of the text. Surely every teacher of Latin realizes that one of the main defects of present instruction in Latin is that the student is asked to read sentences selected from the scrupulously exact and usually uninteresting narrative of Caesar before he has learned to read simple sentences, the material of which demands no extended knowledge of the facts of a distant civilization.

The sentences which your reviewer has dubbed a substitute for translation are not and never were intended to be such a substitute. They occur on the very first page of the text and merely embody one method of acquiring new Latin words. No case relations are asked of the pupil because up to this point no reference at all has been made to the fact that Latin words have case relations.

It is difficult for us to understand why so much space is given to criticizing our use of the word "translate." We should be glad to have, and numerous other teachers would welcome, some substitute for the word "translate" which would clearly convey to the mind of the young student the idea involved, even when its use is somewhat extended as your reviewer has pointed out. Some of the words proposed, as "sense" or "interpret," would mean practically nothing to the pupils for whom this book is intended.

The extent to which your reviewer permits himself to go is to be seen in his unwarranted suggestion that the author of *Applied Latin* should have adopted the English pronunciation of Latin. It is absurd for anyone to make such a suggestion at a time when there is hardly anyone who would even think of Latin in terms of English pronunciation. Certainly no teacher of Latin would contemplate such a course for a moment. We take it that such a suggestion is eminently unfair.

It would be a matter of too much space to dwell upon the excerpts from the book that appear in the review. Surely it is unfortunate that the entire content is not added in each case. The impression is altogether antagonistic to the book and seems to indicate that the reviewer went pretty far afield to discover points for criticism. It is true that in the current beginners' books nothing is done in a concrete way to elucidate the difficulties in the rendering of the subjunctive mood. Now that something has been attempted in this line it is rebuked, apparently because it has not been done before.

We should like to call attention to the fact that the book does not present a monotonous typography as stated. The reason for this criticism rests, not on the type, which presents plenty of variety, but on the fact that the book is not stuffed full of pictures and cuts in a desperate attempt to lure on the hesitating pupil. Other means are employed in this work to convince such a pupil that every hour spent with this book will more than repay his effort. The lack of constantly recurring breaks in the text to indicate the divisions of the work has behind it an endeavor to permit the teacher himself to set the extent of his assignments and to prevent pupils from deciding how much they will study, for it is a well-known fact that the student will stop automatically at the break between the lessons if such a break is indicated. We fail to see, too, why the digressions on Roman customs and manners should not meet with the approval of any reviewer. In them is material which the pupil should get in his course, but which the ordinary teacher rarely presents.

W. H. FREEMAN

TRENTON, N.J.

Critical Realism, A Study of the Nature and Conditions of Knowledge.

By ROY WOOD SELLARS, PH.D., Assistant Professor of Philosophy
in the University of Michigan. Chicago: Rand McNally & Co.,
1916.

Upon thoughtful men philosophy has a claim of a nature which no other discipline possesses. Every normal human being from the savage to the genius has a metaphysical system, incoherent and imperfectly formulated though it may be. He has, for example, certain notions about the external world, the relation between this world and his own conscious life, and much else. He is therefore in an utterly different relation to this subject from what he is to physics or geology. The demand which it makes upon his attention is thus the demand that his thoughts concerning these matters shall be guided by the best thought of the race.

Professor Sellars, in his *Critical Realism*, has proceeded throughout upon the foregoing supposition. He shows first what the fundamental features of popular metaphysics are, and he likewise shows their untenability. It is physics, physiology, and psychology that have supplied the demonstration of this fact by showing that what appears to be an immediate vision of the external world is nothing of the kind; that in reality the external world is known to us only in an indirect way, and that every picture we form of it is modified by purely subjective factors, the traces of past experience. On the ruins of popular metaphysics men of science have essayed to build up systems of their own; those of Descartes and Locke were but the forerunners of many others. In so far as these thinkers assume a world really possessed of the "primary qualities of matter" as physics conceives matter for its own purposes, they can also be shown to be building without foundations. As a result we seem to be left with a universe consisting of finite centers of consciousness, or, as in the